UTILIZING STRATEGY-BASED INSTRUCTION ON THE EFL LISTENING ACHIEVEMENT: A QUASI- EXPERIMENTAL STUDY

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Abstract: The current study aims at investigating the effectiveness of using strategy-based instruction on the student's listening achievement. This research applied quasi-experimental design, and the instruments were pretest and posttest. Both tests were about putting the pictures in order and form completion. Prior to strategy choice, this study utilized *Posteriori Taxonomy of Strategies of Learning English Listening Skill* (Zuhairi & Hidayanti, 2014) especially focusing on the use of eight strategy categories deployed by successful students (Hidayanti & Umamah, 2018). Gaining the result from Independent t-Test analysis, it was found out that the experimental group outperformed better than their counterparts in control group. Thus, Strategy-based instruction plays important role to enhance and improve the EFL learners' listening skill.

Keywords: *achievement; listening skill; strategy-based instruction*

INTRODUCTION

The research on the learning strategies employment in listening has increasingly widespread recently. Some related studies Bozorgian, 2012; Canpolat et al., 2015; Sarafianou & Gavriilidou, 2015; Zhang, 2012 have focused on the use of the learning strategies specifically to improve the listening skill. The terms listening is closely related to identify and focus on what and how the speaker says and the language pattern, and finally guess the meaning based on the context of the spoken language (Hamouda, 2013). Thus, to ease them listen and understand English as a foreign language (EFL), learners need some strategic ways.

In relation to strategic ways, there are some strategies that deal with how to retain, comprehend, and repeat the idea. Cahyono and

Widiati (2011) said that 'listening process happens through some stages of information registration, pattern recognition, information registration, rehearsal, and information preservation'. This means that teachers should ensure their students are taking part actively and have more focus on learning listening. Furthermore, Cahyono and Widiati (2011) stated that the listening is the most difficult skill and as the basic skill for other skills of writing, reading and speaking, it should be considered to have repetitive listening passages so that learners could understand and gain the written vocabulary and the main idea from the texts.

To understand the listening from aural texts, especially to English as a Foreign Language (EFL), learners should actively listen, get the spoken information, find the meaning contextually, and 'assess' their listening afterwards (Sharma, 2011). Further she says that listening is also the source for the spoken skill; thus, listeners have three important elements of 'comprehending, retaining, and responding'.

Referring to listening comprehension, it was found out that the more proficient language learners tend to attain their previous knowledge accompanied by the strategy selection to determine and understand the listening context (Hidayanti & Umamah, 2018). In addition, Palmer (2014) says that the strategy deployment will be used by active learners and further use 'direct instruction on strategies' facilitated by teachers. Thus, teachers should introduce the strategy instruction on the learning process as it is not sufficiently effective to listen only without understanding the context. Palmer (2014) further adds that teachers could 'preselect short audio articles or lecture excerpts', and students should build their critical thinking toward the aural texts in the listening activities.

In listening to EFL (English as a Foreign Language) context, there has been much attention addressed to the research on the learning strategy use and training dealing with teaching listening in the classroom. As a result, some findings confirmed that the learning strategies and the strategy-based instruction correlate and affect positively toward the language learners' achievement (Canpolat et al., 2015; Hidayanti, 2017, 2018; Huy, 2015; Rahimirad & Zare-ee, 2015; Yulisa, 1970; Zhang, 2012; Zuhairi & Hidayanti, 2014). However, the

research focusing on the strategy training and instruction still needs further investigation, specifically in listening English as a foreign language.

Having stated the background previously, the recent study aims to answer the following question: 'Do the students taught using Strategy-based Instruction gain better listening achievement than those who taught using conventional instruction?'. Thus, the objective is to investigate whether there is any significant effect on the use of strategy-based instruction on the student's listening achievement.

This study focused on the use of strategy-based instruction in teaching listening. The strategy categories were derived from *Posteriori Taxonomy of Strategies of Learning English Listening Skill* (Zuhairi & Hidayanti, 2014). Specifically, this strategy-based teaching was based on the eight strategies selected by successful learners such as self-developing, interaction-based, scanning, metacognitive, compensation, cognitive, input-output, and self-negotiating strategies (Hidayanti & Umamah, 2018).

LITERATURE REVIEW
Listening Components and Principles

Brown (2007, p.310) presents principles of teaching listening. First aspect is to 'include a focus on listening in an integrated-skills course'. Then the teaching listening should implement techniques that can motivate the students 'intrinsically'. Third aspect is to utilize authentic language and contexts where the learners could relate the aural texts contextually to their real world. Fourth is to 'carefully consider the form of listeners' responses'. The next is to encourage learners to be aware and enrich themselves with the learning strategies. Finally, the teaching listening should involve the processes of bottom-up and top-down tehniques.

Rost (2002, p.2) outlines the definitions of listening as 'receptive, constructive, collaborative, and transformative'. The receptive aspect asks listeners about the idea from the speaker. Then construtive means learners need to find the meaning from the idea. Next, collaborative implies that as listeners, students are asked to 'negotiate the meaning and

respond' on what they heard. Finally, transformative means that students need to imagine and involve their feeling to construct the meaning of the spoken language.

Those principles and classification must be taken as consideration by listening teachers. They should not merely deliver the materials, but there should be aspects and some fundamental natures of listening comprehension. To comprehend the aural texts, thus, listeners need some strategic ways to cope with difficult foreign language words.

Listening Proficiency

The term 'proficiency' referred to four language skills and it is 'a measure of success in those skills regardless of chronological and and of the number of years that a language has been studied (Cohen & Macaro, 2007). It is considered as the complicated process so that the language learners need to have some ways of understanding and finding the information based on the context from the aural texts. Further, students understand 'the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structure, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterances' (Rost, 2002 cited in Hamouda, 2013, p. 117).

Language Learning Strategy

The use of 'strategies are important because they are associated with successful learning and it can be taught and learners, as a result, can develop more effective strategic behavior' (Cohen & Macaro, 2007). Abid et al. (2010) state that the learning strategy attainment are considered as 'optional means, techniques, approaches, deliberate actions, special thoughts or behaviors and specific actions'. Those learning strategies could then be used to enhance the English skills, one of them is listening which is considered as the complex skill to learn. Listening to aural texts requires some strategies to cope with some difficulties. Based on his study, Ahmadi (2016) also proposes that the learners should have and apply those learning strategies to understand the 'spoken language' as it has crucial influence on their language development. Similarly, Hamouda (2013) states that having known learners' problems in

listening, it might inform EFL teachers to deal with the use of listening strategies so that their learners will also see the importance of its deployment that could enhance their listening achievement.

Learning Strategies in Listening

The learning strategy categories will be derived from *Posteriori Taxonomy of Strategies of Learning English Listening Skill* (Zuhairi & Hidayanti, 2014). However, the recent study will focus on the use of eight strategy classifications utilized by the successful students (Hidayanti & Umamah, 2018).

The first is category of self-developing strategies. This category consists of some aspects. To improve the ability in listening, learners think about the learning approach that suits them, spending extra time learning in language laboratory, reviewing and connecting new words by looking at vocabulary cards or lists, and listening English from radio. Beside that learner are memorizing new words, using rhymes to remember new words, planning for memorizing new words at least five words every day, listening to CD and imitating the pronunciation, analyzing the language, and learning about second language culture. Before practicing listening, the learners prepare a topic, pronunciation or grammatical rules which are the greatest trouble. In whilst listening, students are taking notes some words while listening, checking the phonetic symbols of new words, making summary from the recording, asking the teacher, using synonyms and guessing what the students hear on the recording. Meanwhile, after a listening practice, learners check and evaluate their understanding.

The second is category of interaction-based strategies. This category concerns about the strategies in whilst listening. This involves the strategies of focusing on asking for repetition, meaning of sentences/phrases to teacher, asking for repetition to confirm comprehension. Besides, this category also includes asking to other people/speaker to slow down saying the words, looking up dictionary for new words or grammar book for the sentence structure, and concentrating on somebody's speaking and focusing on the stressed words on the recording.

The next category involves scanning strategies. There are some strategy items covered in this classification for listening activities. In pre listening, students identify listening activities clearly (e.g. what should I listen; general idea or facts) and look for and concentrate on key words from picture and/or information on texts before listening. In whilst listening activities, learners try to understand the different accent or intonation from the speaker and pay attention to the subject and verb of the sentence. Once learners have found the key words, they guess the meaning based on the context or familiar situation and reassure the understanding after listening to English.

The fourth is category of metacognitive strategies. This classification contains some strategies in both pre and whilst listening activities. First is the strategies thinking about the progress in learning English and having clear goals for improving English listening skill. Then in whilst listening, students try to understand every individual word to understand the passage, listen to what has been spoken to practice listening skill, and more importantly try to guess by using familiar word(s).

Then the category of compensation strategies cover some following strategies. The strategies of making guesses to unfamiliar words and using word or phrase that means the same thing are the strategies to comprehend the listening texts. Moreover, looking at the visual aids and/or the title of the text first and predicting its content before listening are two things that students need to concern about before listening. Finally, using clues to guess the meaning and trying to understand the idea by referring to previous experiences and previous knowledge are useful to get the answers.

The latter category is cognitive strategies on three aspects. The main category focuses on looking for similarities and differences between English and native language to understand the aural passages. Relating the sound of the new word to the sound of a familiar word would be the next part. Then after finding similarities and differences, students translate the English into their native language.

The next is category of input-output strategies. This part concerns about some strategies while listening to listening texts. Taking a memo

while listening to English is greatly required. This way will be useful to try to understand the main ideas (rather than pay attention to the meaning of every single word). Last, if students lose their focus while listening to English, they need to refocus their attention.

The last category is self-negotiating which focuses on three points. The first point of strategy is avoiding to translate word-for-word. The next part suggests students study English with friends to improve their ability in listening. Finally, the last point is connecting the pronunciation of the word with the Indonesian word which has a similar sound.

Strategy-Based Instruction in Listening

Hamouda (2013) argues that the listening comprehension is that learners require hard effort to understand and guess the contextual meaning based on the aural texts. Thus, Strategy-based instruction is the suitable technique used to teach the English. In other words, this study utilized eight strategy categories deployed by successful learners such as self-developing, interaction-based, scanning, metacognitive, compensation, cognitive, input-output, and self-negotiating strategies (Hidayanti & Umamah, 2018).

For Strategy-based teaching, there are some instructions for listening strategies proposed by Palmer (2014) that involve the activities of pre, whilst and post listening. Pre listening activities are to make a link between what students have on their new material and their prior knowledge, guess the contextual meaning of new words by looking at the dictionary or pair or group discussion. Meanwhile the whilst activities focus on getting the answers on the listening exercise based on the given instruction. Here, the students are also given more time to listen in order to gain more fixed answers. Meanwhile in the post listening activities, students are involved to discuss the result and give respond whether "agree or disagree" related to the tasks. Finally, they need to make summary on what they have heard and to search more related sources as their exposure to extend their listening comprehension.

To sum up, this study deployed eight learning strategies mentioned previously, and teaching strategy-based instruction followed the outlined steps of pre-, whilst, and post-listening activities.

Research on the Use of Learning Strategy in Listening

There are some studies identifying the use of the learning strategy in listening. Some have identified and found that the use of language learning strategies instruction in listening, affect the learners' proficiency positively and give significant effect toward their achievement.

First study was proposed Bozorgian and Pillay (2013) who has examined the effect on the use of listening strategies on their listening comprehension. Using first language on the strategy-based instruction, the result indicated that the students' English could be improved significantly. Zhang (2012) also investigated the use of learning strategies in the listening comprehension. Having a strategy training to 56 intermediate foreign language learners, it was found that that the use of listening strategy could influence positively to the learners' comprehension. In Iran, Bozorgian and Pillay (2013) conducted an experimental study on teaching listening strategies delivered in Persian in relation to its effect on the students' listening. Having been taught to sixty lower intermediate students for 14 weeks, it was found out that the use of L1 as the listening strategies improved the students' achievement for experimental group significantly compared with the control group.

In the other side, Rahimirad and Zare-ee (2015) implementing metacognitive strategy instruction (MetSI) similarly found that the strategy training contribute effectively to the learners' listening self-efficacy for the experimental students. Another study was from Sarafianou and Gavriilidou (2015) who examined 192 Greek EFL learners which were divided into experimental and control groups. Utilizing the strategy training on Oxford's Strategy Inventory of Language Learning (SILL) for the experimental group, the finding revealed that they performed better and the strategy training could contribute to the students' English skill significantly.

In addition to the learning strategy attainment, Canpolat et al. (2015) proposed a qualitative study on the use of cognitive, affective, and psychomotor-based strategies by learners at undergraduate students in faculty of education at university of Mustafa Kemal. Having observations and interviews as the research instruments, it was found out that

successful students deployed the learning strategies to understand the listening texts effectively and actively.

In Indonesia, Hidayanti (2017), who similarly examined the use of strategy-based instruction on listening proficiency, indicated that the strategy attainment could provide positive effect and gain significant contribution to the students' listening achievement. In the following year, Hidayanti (2018) also focused on the use of cognitive strategy on teaching listening. The finding showed that the students gained better improvement on their listening achievement. In other side, Hidayanti and Umamah (2019) on analysis on the strategy deployment, they found that there was no significant difference on the use of the strategies by male and female students. However, females applied more learning strategies to support the listening comprehension.

In conclusion, the studies above show how important to have further investigation prior to the use of learning strategies in listening English, moreover, listening to foreign language. These strategies could be used as the solving problem to cope with some difficulties to comprehend the aural texts.

METHOD

The current research used the quantitative approach with experimental design. Specifically, this study utilized the quasi-experimental research design with non-randomized sampling technique. This research was conducted to second year of English department students at Universitas Islam Malang as the population. Then the sample was chosen using purposive sampling technique. The experimental class consists of 26 students with 8 males and 18 were females. Similarly, the control group consits of 26 students; 12 males and 14 female students.

The research instruments were a baseline test and a listening post-test. The baseline test was used to gain initial information from the two groups; meanwhile, the posttest was to get the students' listening achievement. The tests formats were in the form of putting the pictures in order and identifying the time (9 items) and word/form completion (11 items).

Both groups received the similar materials but different teaching

steps and learning activities. The experimental group was taught using strategy-based instruction, in opposite, the control group got conventional teaching instruction. In relation to the materials, the two groups had the same listening topics taken from Listening Extra (Craven, 2004). The activities for listening were arranged to fill and complete form and notes, order the pictures & take notes, spot the differences, identify true-false statements, and match some pictures.

Procedures of Teaching

Both groups attained treatment for 8 meetings. The experimental group gained the strategy-based instruction, and the strategy categories were taken from *Posteriori Taxonomy of Strategies of Learning English Listening Skill* (Zuhairi & Hidayanti, 2014), focusing on the use of strategy-based instruction on the eight strategy categories mentioned in the preceding section.

The procedures of teaching were adopted from (Palmer, 2014) comprised to three activities. Before listening, the were some activities of asking the students to link the new things and materials related to what the students already have previously as their prior knowledge. After that they need to guess the listening context. Then they were required to get some points of words on the new listening material or exercise and search for the similar contextual meanings. In whilst listening, the students were asked to get the answers from the listening activity based on the given instruction. While they were listening, they need to take some notes, and finally they were given more time to get the second listening on the recording to gain more correct answers. After being involved in the use of listening strategies, finally, the students were required to give the respond to the answers that have been found. They could say "agree or disagree" related to the context of listening material and give some points that they felt difficult to comprehend. Further, to test their comprehension, the students were given more tasks to make summary from the recording. As the final task, the students were instructed to get more exposures and they were required to get more related recordings from different sources.

Meanwhile, the control group focused on the use of conventional instruction and was adopted from Bozorgian and Pillay (2013). Firstly, learners were required to focus on the structure of listening comprehension

questions to predict the topic, join in a pair/group, enhance vocabulary through assigning exercises a session before and have the class discuss the questions by asking several students to read out their answers about predicting topics during pre-listening activities. The next activity was playing the recording for three times. For the first time of listening, the teacher played and paused the recorder and asked students to write long phrases (3-5 words) that they heard. Then for the second and the third time, the students were required to attend to the details of listening. After the third time of listening, students were asked to finish the tasks. After listening activities, the students were required to work in pairs/groups e.g. responding to a true/false and multiple choice questions and discuss them.

After having treatment to both groups for 8 meetings, finally, the posttest was administered. Then the result of scores from both groups were calculated. Utilizing SPSS 20 for statistical programs, the results were analyzed using independent t-Test. It aims at identifying the effect of the use of strategy-based instruction on the student's listening achievement.

FINDINGS

Table 1: The summary result of pretest

Group	N	Mean
Experimental	26	39
Control	26	37

Table 1 presents the result of pretest for both groups before having the treatment. It shows that the two groups have similar ability. Finally, having had the treatment for 8 meetings, both groups were given posttest. The scores were analyzed using independent t-Test, and it was presented in the following table.

Table 2: The result of posttest score

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	26	59,77	10,466	2,053
	Control	26	48,73	23,057	4,522

Table 2 obviously presents the statistical data that both groups

have increasingly improved their posttest scores where M=59.77, SD=10.46 for experimental and M=48.73, SD=23.05 for control group. It implies that experimental group gained higher results than their counterparts.

In Comparison with the mean score provided in Table 1, it could be seen that both groups gained higher scores on the posttest. Thus, the treatment in both groups could improve the students listening ability.

Table 3 Independent Samples Test:

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	16,683	,000	2,223	50	,031	11,038	4,966	1,064	21,013
	Equal variances not assumed			2,223	34,883	,033	11,038	4,966	,956	21,121

Table 3 presents the t-value=2.223, and sig value (2-tailed) is .033 < .05. This shows that there is significant difference between the two groups. It implies that the experimental group get higher result compared to the control group.

DISCUSSION

The result could answer the research question that strategy-based instruction enhanced and improved the students' listening proficiency effectively. Eight strategies of learning listening such as social-developing, cognitive, self-negotiation, metacognitive, interaction-based, self-developing, input-output, scanning and compensation strategies contributed positively to the EFL learners ability to cope with the complexity of understanding the aural texts.

Practically, in pre-activities, the students were asked to understand the worksheet. They should find and understand the clues and key words from the pictures. Besides, the students should also

understand the instructions. In relation to some unknown words, the students were asked to highlight some words and find the meaning whether by discussion with their mates or by looking at dictionary. In whilst listening activity, by referring to their clues or key words, they should try to guess the idea or context of the listening passages. While listening, they should take some notes by having some steps of writing or highlighting some key words. The listening activity was repeated twice to get more answers correctly and accurately. For post-listening activities, the answers then discussed together and, sometimes, the students were required to have questions when they did not understand the materials. Finally, the students made some conclusions on the given materials.

For some occasions, the students were given extra time on listening from other references so that they can enrich their vocabulary and be familiar with the pronunciation and/or the accent. For some occasions, the students' were asked to identify similar sounds of the word between English and native language. So, by knowing some familiar words and relate them using their prior knowledge, the students could understand and guess the context of the texts easily and effectively. Thus, the finding declares that the students could improve their listening comprehension ability.

Similar findings were confirmed by some studies (Bozorgian & Pillay, 2013; Rahimirad & Zare-ee, 2015; Zhang, 2012) on the use of strategy-based instruction to EFL listening. They similarly found that metacognitive strategies affect the students' listening proficiency. Thus, EFL students preferred to have planning, monitoring and evaluating activities to enhance their listening ability as they are aware of their self-regulated ways in understanding the English listening passages.

This also supports the study from Hidayanti (2017) that guessing the meaning based on the visual aids and/or title and relating to the prior knowledge led the students easily develop their listening ability as well. In addition, cooperating with peers was also taken as the self-ways of learning by EFL students (Sarafianou & Gavriilidou, 2015). Similarly, the current result supports Canpolat et al. (2015) who also investigated that the strategies of connecting and 'integrating information' based on the listening context could ease students to comprehend the message

from the texts.

In terms of structural form, sometimes the students highlighted the use some expressions, or the sentence structures to get the main idea from the aural texts. The current finding was supported by Canpolat et al. (2015) who also found that the students focused on the affective learning strategies to gain better listening comprehension. Meanwhile, for few occasions, the use of first language is applied to understand the spoken language instruction. It is in line with (Bozorgian & Pillay, 2013) who had similar finding that the use of first language (L1) could improve the learners' understanding toward the use of language instruction, especially, refers to foreign language.

However, in relation to gender, the success result from the strategy-based instruction in this current study might be contributed by female students in the experiemental class. It is in line with the finding from Hidayanti and Umamah (2019) who revealed with the finding that females deployed more learning strategies than their counterparts.

CONCLUSION

To sum up, the implementation of strategy-based instruction, especially focusing on the use of eight strategies mentioned previously, could enhance the EFL learners' listening skill. Moreover, listening to EFL requires some specific and strategic ways to comprehend the aural texts from different native speakers. Here, selecting some strategies for example taking notes, focusing on clues and visual aids, planning, monitoring and even evaluating could develop and increase the students' proficiency effectively. Besides, the awareness of having and selecting best learning strategies in listening could lead them gain better achievement. The deployment of strategies in learning EFL build positive achievement to the students' listening ability.

This recent finding implies that strategy-based instruction plays important role to determine the EFL learners' listening achievement. Focusing on some learning strategies let them get better progress; moreover, they would be more encouraged to comprehend the aural text easily and effectively. Pedagogically, English teachers or practitioners should select best strategies in order to improve their students' English

listening skill. Besides, they should find or create the listening materials based on the strategy attainment. Having the strategy instruction and learning-based on strategy selection, EFL learners could be aware of the necessity of their self-regulated learning ways to solve some difficulties in learning listening.

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